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Teachers working with gifted sixth graders will find this bulletin of interest. It is applicable both to heterogeneous and homogeneous classes. Specific suggestions to teachers and other personnel are offered in every area of sixth grade curriculum: social studies, health and safety, mathematics, the language arts, art, music, and physical education. Each of these subject areas is discussed in light of an enriched, accelerated, challenging, and creative activity for the gifted child. This bulletin also offers suggestions for grading and marking practices, evaluation of gifted program, conferences with parents, and homework.

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OAKLAND PUBLIC SCHOOLS
Office of
Director of Elementary School Education

PROGRAM FOR GIFTED PUPILS

GRADE SIX

ED001376

APPROVED:
Edward Cockrum
Assistant Superintendent
July, 1963

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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PROGRAM FOR GIFTED PUPILS, GRADE SIX

Centers and cluster groups for gifted sixth grade pupils were established for the first time in September 1959. At that time a brief bulletin, Program for Gifted Pupils in the Elementary Schools for 1959-60, was issued to aid in formulating the curricula which would be developed.

The program of instruction was defined in this bulletin in general terms, as follows:

> The instructional program will be based upon the regular sixth grade curriculum.
>
> Stress will be placed upon both enrichment and acceleration of learning.
>
> Supplementary books and materials will be provided within the limitations of the special budget allotment.
>
> Requests for excursions will be given consideration along with the requests from other classes.

Assistance to teachers in working with gifted pupils in centers and/or in cluster groups is recognized as a necessity.

> Central office assistance to this endeavor will be under the direction of the Director of Elementary Education, Donald G. Anderson.
>
> General and special supervisors will be available to assist teachers as needed.
>
> One teacher on special assignment will be available to assist the teachers.
>
> The Research Department is charged with two specific responsibilities: (1) carrying out a program of identification, and (2) evaluation of the total gifted program.

The present bulletin attempts to offer specific suggestions to teachers and other school personnel.

This bulletin too will be replaced by others as knowledge and experience grow. The continued study and evaluation of all suggestions contained herein is invited.

Thanks are due the teachers of gifted pupils whose work is reflected in many sections of this bulletin, previous teachers on special assignment who collected and compiled reports of excellent practices in classrooms, the principals and supervisors who contributed additional suggestions.

DONALD G. ANDERSON, Director
Elementary School Education

MRS. MARTHA SHEA, Teacher
on Special Assignment
Gifted Program

DGA:MS:nb

CLASSES FOR GIFTED PUPILS

Sixth Grade

A center for gifted sixth grade pupils is established in an elementary school in terms of the criteria outlined in the bulletin, Criteria and Procedures for the Placement of Students in the Program for the Gifted, May 25, 1960. (See Appendix A.)

The center may include pupils from one school only, or from two or more neighboring schools. A class of sixth grade children established at a center will be limited in size to approximately 25 pupils.

A cluster group refers to a group of approximately four to fifteen gifted pupils assigned to a regular sixth grade classroom. These pupils will meet the same requirements as those attending the centers, and must be officially approved by the Research Department for inclusion in the program. The composition of the class to which this group is assigned should be of such ability and achievement as to minimize the number of instructional groups. Class size should be maintained at the minimum permitted by the classification of the school within the regular allotment of teacher time.

Kindergarten through Fifth Grade

Gifted pupils

Attention will be given to the classification of these pupils, and an attempt will be made to establish cluster groups where possible.

Every effort will be made to stress enrichment and acceleration of learning.

Consideration will be given to the possibility of acceleration in grade placement.

Supplementary books and materials will be provided within the limitation of the regular budget.

Central office assistance will be given as in sixth grade classes.

PROVISION FOR ACADEMICALLY TALENTED PUPILS

The term "academically talented" shall refer to those elementary school pupils (grades K-6) whose academic achievement and performance is within the top ten or fifteen per cent.

In classifying these pupils an effort will be made to establish groups similar to the cluster grouping of gifted pupils. In some cases these pupils may be working in instructional groups with gifted children.

Every effort will be made to stress enrichment and acceleration of learning.

Consideration will be given to the possibility of accelerations in grade placement.

Supplementary books and materials will be provided within the limitation of the regular budget.

Central office assistance will be offered by the general and special supervisors under the direction of the Director of Elementary Education, Donald G. Anderson.

THE CHILDREN

Gifted pupils exhibit the same general growth characteristics and needs as their age-mates. For a basic statement of these characteristcs and needs, teachers are referred to the chapter, "Meeting Developmental Needs of Boys and Girls Nine to Twelve Years Old" in the Curriculum Guide, Grades Five and Six, Volume I, pages 7-40.

What Are Gifted Children Like?

Gifted pupils, however, differ from other children in a number of respects, which have been summarized by Scheifele,* as follows:

Intellectually, the gifted child, in relation to other children, tends to:

Possess superior ability in reasoning, generalizing, dealing with abstractions, comprehending meanings, thinking logically, and recognizing relationships.

Perform highly difficult mental tasks, an ability described as "power."

Learn more rapidly and easily.

Show intellectual curiosity.

Possess superior insight into problems.

Have a wider range of interests.

Show greatest superiority in reading ability, both in speed and comprehension; language usage; arithmetical reasoning; science; literature; and the arts.

Do effective work independently.

Apply originality and initiative in intellectual tasks.

Show less patience with routine procedures and drill.

Exhibit alertness, keen observational ability, and quick response.

Show as much uneveness in abilities in the subject-matter areas as other children.

Have a longer interest span; show more interest in abstract than practical subjects; exhibit greater superiority in attainment in abstract subjects and less in manual activities.

*Marian Scheifele. The Gifted Child in the Regular Classroom. Teachers College, Columbia University, 1953. Pp. 6, 7.

Have an interest in the future, a concern with origin, destiny, and death though unable emotionally to accept realities of the latter.

(Gifted boys excel gifted girls in general information, arithmetic, spelling, science, and history; girls over ten are slightly superior to boys of that age in language ability.)

Physically, the gifted child, in relation to other children, tends to:

Be slightly heavier and taller, and to be heavier in relation to height.

Be somewhat stronger and healthier; be well nourished.

Be relatively free from nervous disorders.

Be a little more advanced in ossification of bones.

Reach maturity at an earlier median age.

Socially and emotionally, the gifted child, in relation to other children, tends to:

Show superiority in desirable personality traits; be more courteous, cooperative, obedient, willing to take suggestions; be better able to get along with others and have a keener sense of humor.

Possess a superior power of self-criticism.

Exhibit greater trustworthiness when under temptation to cheat.

Show less inclination to boast or overstate his knowledge.

Receive more opportunities as leader, up to 150 IQ; beyound that point, to have ideas and interests that are too advanced for his peers; work and play alone more often, above 160 or 170 IQ.

Have the same type of play interests and activities, in general, but frequently have play preferences that reveal a level of interest two or three years beyond his age norm.
(Level of interest may exceed level of activities actually engaged in, because the child's motor coordination is more closely related to chronological age and physical development than to mental maturity.)

Show a greater preference for games involving rules and systems - complicated games requiring thinking. (He has more information about such games also.)

Enjoy the same outdoor games which are preferred by average children.

Prefer sedentary, relatively quiet games in the absence of stimulation from others.

Create more imaginary playmates, in the case of the younger gifted child.

Prefer playmates older than himself, children of his own mental age.

A more recent summary of research on able children, by Miriam L.Goldberg,* attempts to answer the question: Are the personal and social characteristics attributed to gifted youngsters of the past descriptive of the gifted youngsters of today? The author states:

> Current research answers this question partly in the affirmative. Compared to average children, both at the elementary and at the secondary school level, gifted youngsters secure higher grades, have more positive attitudes toward school, and excel in their ability to read. They participate in more extracurricular activities and have more hobbies and out-of-school interests. Like their predecessors of the twenties and thirties, they are more concerned than average children with abstract ideas, such as religion and morality, and are especially troubled by problems of world peace.
>
> Today, as in the past, research points out repeatedly their adequate social and personal adjustment. They are successful in sports, better satisfied with their peer relations than are average youngsters, more confident, and aware of their above-average ability.**

Some differences of interest to schools were evident in recent research, however: (1) Drews of Lansing, Michigan found gifted children in normal proportion from all strata of society; the number of Negro students in her group was proportionate to their incidence in the general population. On the other hand, the National Merit Scholarship Corporation, while agreeing that gifted children do come from hovels and mansions alike, found at least half of gifted pupils from homes in the upper business or professional group; (2) Abraham found that, though gifted students read better and more, especially at the elementary and junior high school levels, their reading tastes are "limited, trite or poor;" (3) Kirshner concluded that intellectual behavior does not necessarily reflect the expected outstanding ability to conceptualize, see subtle relationships, or probe ideas in depth. In a study of junior high school pupils, he found them verbally very articulate, but their thinking was superficial when they were left to their own devices. They liked to read, but would not voluntarily try more difficult books. He concluded that the ability is there, but that it must be challenged.***

What Needs Do Gifted Children Have?

The Curriculum Guide, Grades Five and Six has excellent suggestions for meeting personal needs of the preadolescent, as follows:

Volume I, pp. 15-27. Improving Relationships

---

*Miriam L. Goldberg. "Recent Research on the Talented." Teachers College Record, Vol. 60, pp. 150-163.

**Ibid., pp. 150-151

***Ibid., p. 151.

Vol. I, pp. 29-32. Developing a Sense of Personal Worth
Vol. I, pp. 33-39. Helping Children Who Have Special Needs

An additional source of assistance in the guidance of gifted children will be found in the chapter, "Mental Hygiene of Gifted Children," in The Gifted Child produced by the American Association for Gifted Children.*

The author points out that, while gifted children as a whole are superior in mental health as well as in mentalability, they experience normal problems and perplexities of growing up. They may reveal also special problems intensified by high intelligence.

Conditions that contribute to malaqjustment of gifted pupils are listed in this chapter, as follows;**

Parental pressure and exploitation; overemphasis on the child's intellectual development

Parental indifference and neglect

Lack of opportunity to develop a philosophy of life

Financial limitations

Poor instruction in thinking and study methods

A dull and meager curriculum

*American Association for Gifted Children. The Gifted Child. Heath, 1951. pp. 131-162.
**Ibid., pp. 147-153.

THE TEACHER OF GIFTED PUPILS

Are you interested in gifted children?
Are you concerned about their educational plight?
Can you understand their problems and their point of view?
Do you like to ask stimulating questions to make them think?
Is it all right with you if you find children who can sometimes think faster than you or who can sometimes figure out a better way of doing a given job?

If your answer to these questions is "yes" or "most of the time," you are probably ready to enrich the education for gifted children or are already doing so.*

It has become evident that work with the gifted demands a great deal from teachers in terms of time, of energy, and of ingenuity. It is necessary for them to gather additional materials and equipment and become familiar with their use, to explore community resources and arrange excursions, to study and be alert to the needs of pupils, to counsel with pupils and their parents. It is necessary for them to use more of problem-solving procedures and less of uniform assignments and drills than they may have found effective with pupils in regular classes. It is important that they give gifted pupils many opportunities to think and to be creative.

Teachers of gifted pupils are part of a citywide endeavor. Many resources of the school system are available to them: the supervisory staff, the consultants in individual guidance, the teacher on special assignment, members of the research department, as well as other individuals at the school site. On the other hand, the most effective program will be developed through cooperative study and action; a willingness to work with others toward the realization of goals is essential.

After five years of experience in developing a program for children of exceptional endowment, teachers of Portland, Oregon, were in agreement on only a limited number of necessary teacher characteristics, as follows:

Greater knowledge of the subject
Ability and willingness to encourage questions and independent study
Willingness to work harder
Respect for and interest in gifted children **

When they were asked what they considered their own greatest deficiencies in meeting the needs of gifted students, the teachers of Portland mentioned most frequently lack of sufficient background in subject matter and lack of time to review. They mentioned also lack of ability to inspire gifted students.***

---

*Robert F. DeHaan and Jack Kough. Helping Children With Special Needs. Science Research Associates, 1956. Pp. 12, 13.

**Portland, Oregon. The Gifted Child in Portland. Portland Public Schools, 1959. P. 107.

***Ibid. P. 107.

GOALS OF A PROGRAM FOR GIFTED PUPILS

> The School's concern for the most able students is evidence of the acceptance of a philosophy of education based on the recognition of individual differences. As such, plans for educating the gifted are an integral part of the total curriculum plan of the school.*

The goals in education for all pupils in the Oakland Public Schools are stated in the Curriculum Guide, Grades Five and Six, pages ix and x.

Goals which apply specifically to gifted pupils were stated by the teachers of sixth grade centers as follows:

Encouragement of self-direction, of teacher-pupil planning

Stimulation of curiosity, eagerness to learn

Broadening and deepening of children's own interests

Self- evaluation

Participation in group work, skill in getting along with others

Standards of work in keeping with the child's ability and experience

Skill in locating, gathering, organizing, presenting and using information from a variety of sources

*National Society for the Study of Education. Education for the Gifted. Fifty-seventh Yearbook, Part II. University of Chicago Press, 1958. Pp. 147, 148.

NATURE OF A PROGRAM FOR GIFTED PUPILS

Some basic principles of a program for gifted pupils were stated in an earlier bulletin, as follows:*

> Provision for the education of gifted students is a sound recognition of the facts of individual differences, in keeping with education's goal of full development of individual capacities.
>
> Gifted students have the fundamental needs of all children in the regular instructional program.
>
> We have obligations to keep gifted students interested, active, and successful in the regular instructional program.
>
> We also have responsibilities to provide additional stimulating and challenging experiences for gifted students.
>
> There is no reason why every student should take the same amount of time in the same sequence to do the same things.
>
> Gifted students should be given some opportunities to work with a group of comparable ability on problems of mutual interest and appropriate intricacy.
>
> Early identification of gifted students is essential to the most successful programs.
>
> The school alone cannot make really adequate provisions for the gifted students. School-parent-community cooperation is necessary. The school can and should assume considerable initiative in developing appropriate co-operation.
>
> A program for gifted children should be viewed as a policy as well as a plan.

Differences in philosophy of the various projects and of the teachers working with gifted pupils in previous years have been apparent in selection procedures, teaching methods and marking practices. Some of these are indicated by the following contrasting ideas:

> Able pupils need more and harder work vs. able pupils need more freedom to think and discover.
>
> Emphasis upon mechanics vs. individual initiative.

*Oakland Public Schools. The Education of Gifted Students, (mimeo.). January, 1958. P. 2.

Increase in academic requirements for the gifted vs. greater flexibility in programming, exceptions to usual requirements, planning of special individual programs.

Concentrated study in a single field vs. exploration of varied fields.

Underlying some of the points of view there may be a bit of the old philosophy that any good education must be hard, unpleasant, and painful. Agreeing that gifted pupils should work hard, that they must go through some of the drudgery and routine, that they must master basic skills, one may still raise questions about emphasis and timing. To what extent should the very bright pupil have to "earn the right" to be in a special program? Should a group of gifted pupils in a special writing course spend the first six weeks on spelling and the rules of grammar or should they be encouraged first to express themselves in writing with formal instruction following as needed? Should the bright student who has already learned a great deal of chemistry on his own and who wishes to do a special project in organic chemistry be required first to go through all the routines and assignements of the regular high school chemistry course?*

General Guidelines for the program in sixth grade gifted classes were stated in September 1959, as follows:

The instructional program will be based upon the regular sixth grade curriculum.

Stress will be placed upon both enrichment and acceleration of learning.

What does enrichment mean?

Enrichment can be defined as the type of activity devoted to the further development of the particular intellectual skills and talents of the gifted child. Research indicates that these major skills are:

The ability to associate and interrelate concepts
The ability to evaluate facts and arguments critically
The ability to create new ideas and originate new lines of thought
The ability to reason through complex problems
The ability to understand other situations, other times, and other people; to be less bound by one's own peculiar environmental surroundings.

Of course, no teacher should, or would, conclude that gifted children possess exclusively any or all of these abilities. These intellectual skills can be found in mentally average or retarded children as well, but it is the intellectually superior child who has been blessed with an abundance of them.

Unless the extra activity planned for the gifted child is directed to the advancement of the characteristics named, it deserves to be called "busy work" rather than enrichment. Thus, the assignment of extra long division

*Oakland Public Schools. Research Department. Report on Programs for Gifted Pupils, 1957-58.

problems to the gifted child, who has already finished the regular assignment, is "busy work," whereas the learning of a new method of proving the answer to long division problems would be enrichment. An assignment to search for additional facts about crop production from already used reference books is busy work whereas the task of relating crop production to political elections would be enrichment.*

Scheifele characterizes enrichment, either in a regular classroom or in a special class, as follows:

> Greater scope of activities
> Freedom to follow special interests
> More opportunity to apply initiative and originality in developing a topic or project
> Experience in drawing conclusions and making generalizations
> More opportunity for the expression of talent**
>
> Differentiation of curriculum for the gifted lies not so much in the kind of experiences provided as in their variety, depth, and advanced level.***
>
> Providing "more of the same" in the way of activities fails to challenge him (the bright child); the assignment of menial tasks, such as running errands, distributing materials, computing five extra arithmetic problems, and learning ten additional spelling words, is deadening and wasteful. New and varied content which furnishes more intensive contacts with people, the arts, and the problems demanding creative thought and critical analysis are the essence of the program best suited to his needs and interests. These should be challenging to him and should provide soil in which he can grow.****

A clear and concise description of the program for gifted pupils was enunciated by Dr. Parker at a meeting on August 28, 1958:

> THE METHODS OF INSTRUCTION FOR THE GIFTED SHOULD BE STRESSED NOW -
>
> CREATIVITY AND PROBLEM SOLVING. BOOKS WILL BE AN IMPORTANT AID,
>
> BUT NOT THE ONLY OR CENTRAL ONE.

---

*James J. Gallagher. The Gifted Child in the Elementary School. What Research Says to the Teacher, No. 17. National Education Association, 1959. P. 21.
**Marian Scheifele. The Gifted Child in the Regular Classroom. Op. cit. P. 45.
***Ibid. Pp. 45, 46.
****Ibid. P. 48.

ORGANIZING THE CLASSROOM

Curriculum Guide, Grades Five and Six, Volume I, pages 41-53, has excellent suggestions concerning:

Arrangement of the Classroom
Suggestions for Beginning the School Year
Planning the Program of Activities

Variations of the above suggestions which are pertinent to the organization of the classroom for the education of gifted pupils are as follows:

Arrangement of the Classroom

The nature of the educational program and the smaller number of pupils in the class indicate the need for an informal arrangement of seats. Desks arranged in straight rows limit the opportunities for face-to-face relationships. Four or six desks pushed together to create the effect of tables are recommended for small-group work. A semi-circular arrangement of seats will assure better participation in discussions and other total-group activities.

Suggestions for arranging centers of interest and for providing a stimulating classroom environment, which are described in the Curriculum Guide, are of paramount importance in the education of gifted pupils.

Suggestions for Beginning the School Year

The Curriculum Guide is particularily helpful in suggesting ways of becoming acquainted with the pupils and beginning the year's work.

In addition, teachers of gifted classes are urged to have each pupil complete an interest inventory (Appendix B) and to plan time to discuss the form with him early in the year.

Planning the Program of Activities

The subjects taught and the weekly scheduling of blocks of time for each will be the same as for regular classes. See time allotments and a suggested weekly program in Appendix C.

The difference between the program of activities in a regular class and in a class for the gifted lies chiefly in what is done during each block of time. Gifted pupils will use a reading textbook only once a week, perhaps, but will engage in other group or individual reading activities the other four days. They will work on skills of spelling or written expression one or two days a week as needed, but will use these skills in purposeful writing or in the study of word origins or in vocabulary enrichment the other days of the week. There will be daily activities in social studies, science, arithmentic and in other fields. In short, a balanced fare of learning activities in all subjects is as important for the gifted as for all other pupils.

THE SOCIAL STUDIES

The importance of the social studies in providing both significant content and total-group activities for gifted pupils cannot be overestimated. A challenging unit of work which involves all children in the class should be "the glue that holds the group together."

Furthermore, because able children are likely to assume leadership roles in group undertakings, they need experience in the techniques of group planning, discussion critical thinking and problem solving, all of which are important ingredients of a good social studies program.

Gifted pupils also need accurate information about our own and other countries, the people of the world and how they meet their problems. A strong social studies program is essential in classes for able boys and girls.

What to Teach

The theme and areas for study for sixth grade:

THEME: OVERVIEW OF GLOBAL GEOGRAPHY OF THE WORLD AND STUDY OF LIFE IN LATIN AMERICA*

A. Effect of Scientific Discovery on Life in the World Today; Global Geography

B. Interrelationships Among Countries of the Americas

C. Selected Latin American Countries

A. Effect of Scientific Discovery on Life in the World Today; Global Geograp

1. Global relationships

Increased awareness that distant places on the earth's surface c now be reached within a few hours

Importance of the understanding that communication can take plac almost instantly among people around the world

Linking the continents by air and water routes and their effects on progress in certain other regions of the world
- Underdeveloped regions of
  - Africa
  - Islands of the Pacific

Earlier advantages modified by aviation
- Location
- Natural barriers
- Trade routes

* Social Studies Framework for the Public Schools of California. Prepared Under t Direction of the California State Curriculum Commission (mimeo.) Revised Draft, May 11, 1962. California State Department of Education

Effects of air transportation and communication
- Trade
- Customs
- Ideas
- Defense
- Economic status
- Industry
- Cultural Interchange

Utilization of modern means of transportation and communication to improve the well-being of people throughout the world

2. Effects of increased ease of communication

Creation of new world responsibilities

New international rules and regulations through
- Mutual agreements
- Study and research

Work of the United Nations

3. Study of the earth

More detailed study of the earth as a planet

Relationship of the earth to the sun

Relationship of the earth to the moon

Relationship of the earth to other planets

Effects of the sun upon the earth
- Atmosphere
- Pull of gravity

4. Study of maps and globes

The physical features of the earth

A variety of map projections to discover relationships between physical features and human use

References about land use and living conditions

Trade and travel routes

Other relationships, including those that are of current interest

The globe as a source for a variety of information
- Wind belts
- Ocean currents
- Distance
- Time

5. Climate and weather

The effect on man's activities
- Earth's tilt
- Rotation and movement through space
- Effect of prevailing winds
- Ocean currents
- Surface features
- Temperature changes
- Air pressure
- Altitude

The causes of change in weather and variations in climate

How man uses his knowledge of these factors

6. Current materials

How interrelationships among nations have been affected by modern science

How people in different countries solve their problems

How people throughout the world strive to build a better future
- Education
- Production
- Conservation
- Transportation
- Communication

7. Modifying concepts

Why earlier concepts regarding the hemisphere have been modified

How economic and political developments now cause people to think in new terms
- Regions
- Communities of nations
- International cooperation

B. Interrelationships Among Countries of the Americas

1. People in other American countries

Their way of life
- Food
- Clothing
- Shelter
- Beliefs
- Occupation
- Government
- Education
- Traditions
- Family life
- Population growth

How physical environment has influenced various patterns in life
- Economic
- Political
- Cultural

How growth and progress are linked
- Education
- Communication
- Transportation
- Natural Resources

The importance of development of and wise use of
- Natural resources
- Raw materials
- Productive capacity
- Potential markets

2. Early explorers and colonizers

How explorers and colonizers modified the early cultural patterns

How new governments and cultures have emerged

Who the early founders were and what contributions they made

3. Struggle for independence

Desire for independence as a parallel development in the countries of the Americas

Comparison of types of government established in the United States and Latin American countries

Appreciation for the heritage and ideals of the United States as compared with other types of government

4. Improving relationships

How nations have improved their relationships
- Agreements for security
- Mutual aid
- Development of defense

Technological advancements being made by nations other than the Unites States

Ways North and South America are linked together
- Economically
- Historically
- Politically
- Intermingling of people

C. <u>Selected Latin American Countries</u>

1. Intensive study of Latin American countries

Selection of one or more of these countries
- Mexico
- Brazil
- Chile
- Argentina
- Venezuela

The significant similarities and dissimilarities

Their growing importance in the world scene

The richness of their culture

Their past and present relationships with our state and nation

2. Comprehensive study of selected countries

Influence of topography and climate on natural resources, including land use

Expression of the people in arts and crafts

Influence of beliefs on people

The beginnings of each of these countries and how each has become allied with other nations

The attitudes and beliefs predominating the thinking of the people, and what the potential is for the future

Development of Social Studies Skills and Understandings

Geography

Map and Globe Skills

Increases awareness of distant places on earth's surface and understands that most can be reached within a few hours

Finds how continents are linked by air and water routes

Uses a variety of map projections to discover the relationship between physical features and human use

Finds trade and travel routes

Uses globe as source for a variety of information
- Wind belts
- Distance
- Time
- Ocean currents

Traces routes of explorers and settlers of the Americas

History

Significant People, Events, and Places

Learns about early exploration and colonization of the Americas
- The early founders
- Their contributions

Learns about the leaders of the past and present in the countries of the Americas

Knows some significant events of countries of the Americas

Compares history of Latin America with history of the United States concerning
- Early exploration
- Struggles for independence
- Formation of independent republics

Learns about some of the men of science and invention

Geography

Physical Geography

Increases understanding of the development of and wise use of natural resources and raw materials

Learns how aviation has modified earlier advantages of locations and natural barriers

Learns how physical environment has influenced various patterns of life

Learns more about the influence of topography and climate on natural resources

Learns about similarities and differences of physical features of North and South America

Cultural Geography

Learns how interrelationships among nations is becoming increasingly important

Learns how people throughout the world strive to build a better future in education, productivity, and economics

Understands how economic and political development now cause people to think in new terms: regions of the world, community of nations, and international cooperation

History

Significant People, Events, and Places cont.

Understands and appreciates some of the historical sites of ancient civilizations in Latin America

Toltecs	Mayas
Aztecs	Incas

Current Affairs

Becomes aware of current happenings in the United States and other countries of the Western Hemisphere

Becomes increasingly interested in significant happenings throughout the world and the importance of international relations

Civics

Respect for Our Nation

Shows increased appreciation for American ideals expressed in the Flag, the National Anthem, and significant historical documents

Related Areas

Reference Skills

Uses a variety of sources in order to obtain material

Organizes material into complete outline

Civics

Respect for Our Nation (Cont'd.)

Shows understanding of certain significant documents of the United States

Develops interest in our government and is willing to learn more to become an informed citizen

Government

Shows increased respect for form of government in the United States

Recognizes the threat of other ideologies and knows that the best defense is an informed people

Appreciates the Constitution as a document that with the Bill of Rights guarantees freedom and liberty within the limitation of the rights of others

Learns about increased world responsibilities; international rules and regulations; mutual agreements between countries for trade and defense; and the work of specialized agencies of the United Nations

Citizenship

Shows ability to be a leader

Shows concern for student government and participates actively

Becomes an increasingly independent and informed citizen

Related Areas

Reference Skills (Cont'd.)

Writes and gives comprehensive reports

Contributes to group projects and activities

Develops skill as chairman of group or panel leader

Includes audio-visual material in preparation of reports or notebooks

Science

Increases understanding of the study of the earth as a planet and the relationship of the earth to the sun, moon, and other planets

Learns the effects of the sun upon the earth: atmosphere and gravitational force

Learns more about science as a force affecting man's activities
- Climate and weather
- Earth's tilt
- Rotation and movement in space
- Effect of prevailing winds
- Ocean currents
- Temperature changes
- Air pressure
- Altitude

Shows increasing interest in the development of many forms of energy for peaceful pursuits

Grows in interest of outstanding scientists throughout the world

In comparison with the work carried on in regular classes, greater emphasis should be placed upon:

1. Current happenings throughout the world

2. Broader and deeper exploration of the subject

Method of Teaching

1. Problem solving procedures are essential.

   See "Pupil-Teacher Planning," Curriculum Guide, Grades Five and Six, Volume I, pages 85, 86.

2. Work toward the building of basic concepts.

   See "Desired Basic Understandings, Some Related Attitudes, and Factual Outcomes," Curriculum Guide, Grades Five and Six, Volume I, pages 57-60.

3. Recognize the importance of the teacher in preplanning the unit of work and in guiding learning throughout the study.

   See Curriculum Guide, Grades Five and Six, Volume I, "Suggestions for Selecting and Planning Units of Work," pages 78-82.
   "The Teacher's Role in Guiding Learning," pages 83-85.

4. Keep the study a total-class activity.

   The teacher must plan which learnings are of sufficient importance for all children to experience, which are marginal interests for small groups or individuals to explore. The use of multiple reference materials, preparation of exhibits or bulletin boards will provide opportunity for individuals and small groups to seek out and share information which is then reported to the whole class. The main stream of the study must proceed as a total-class learning experience.

   As children plan ways of organizing and presenting what they have learned, there are opportunities for individuals or committees to prepare murals or dioramas, puppet plays and the like. Committee work or individual projects should be related to and grow out of the basic learnings which all children should acquire.

   Too-early division of the class into committees is likely to result in the kind of partial learning expressed by the boy who, at the conclusion of a study of South America, confessed, "The Amazon River? I don't know about that. I was on the Argentina committee."

   See Appendix D for a description of how one class was organized for social studies activities.

5. Plan a daily period for social studies.

   The assignment of chapters in a textbook, to be read at home, or the preparation of individual notebooks, also a home activity, cannot be justified as the social studies program for a group of gifted pupils. Group planning and learning, discussing and doing at school are important aspects of a good program.

Outcomes*

1. Acquiring well-organized and accurate information about global geography and human relationships around the world

2. Beginning to understand the relationship of certain geographic concepts to activities in this air age

3. Relating scientific information about the earth and outer space to the activities of men and their plans for the future

4. Broadening and deepening their knowledge of Latin America

5. Learning how pre-Columbian cultures, exploration and discovery, and struggle for independence were parallel developments in the Americas

6. Increasing their understanding of the development of the continent

7. Knowing selected Latin American countries in sufficient detail to be well-acquainted with their resources, their people, and their relationships with other countries in the Americas and in the world

8. Extending geographic skills considerable as a result of map work and other guided experiences

9. Developing more mature appreciation of the interdependence of people through the study of selected cultures, and particularly of the value of establishing close relationships with our Latin American neighbors

10. Growing in appreciation of America's heritage and ideals

11. Learning about current problems of the Americas in philosophy and governmental practices and gaining greater appreciation for the ideals and processes of American democracy

Materials

In addition to state textbooks, encyclopedias, atlases and other reference books available in each elementary school, the following materials are provided for gifted centers:

Israel, et al. World Geography Today. Holt, 1960
Rand McNally and Co. Cosmopolitan World Atlas
World Almanac and Book of Facts, current edition

A number of advanced books on a variety of subjects, obtained through the teacher on special assignement, gifted program

Chalk globe

*Social Studies Framework for the Public Schools of California. Prepared Under the Direction of the California State Curriculum Commission (mimeo.) Revised Draft, May 11, 1962. California State Department of Education.

SCIENCE

What to Teach

See "Science Experiences for Children," Curriculum Guide, Grades Five and Six, Volume I, pages 130-272. Teachers will wish to include in the year's work some experience with each of the areas of science listed.

Living Things
The Earth
The Sky
Energy and Machines

In comparison with science activities carried on in regular classes, greater emphasis should be placed upon:

1. Broader and deeper exploration of the subject

2. Current happenings in science, plans for future developments

3. The social problems related to scientific inventions and discoveries

Method of Teaching

1. Problem solving procedures are essential.

   What is a problem? A problem is a task which a child can understand, but for which he has no immediate solution.

   What is problem solving? Problem solving is the process by which a child goes from the problem as he sees it to a solution which for him meets the demands of the problem.

   When do problems arise? Problems arise when children are confronted with a novel situation for which they have no direct answer.

   Must problems be "real"? What is a "significiant problem"? A real problem is one that children accept as theirs. It is significant if it leads to improved learning behaviors.

   Problems can be practical or speculative. Children can be very interested in and learn a great deal in studying a speculative problem such as "Does life exist on Mars?" just as they might from a practical problem such as "How can I improve my diet? "

2. Provide a learning situation conducive to problem solving.

   Provide an atmosphere which will stimulate the curiosity of boys and girls. Encourage them to be curious about what they see.

   Maintain a question-provoking atmosphere.

   Help children learn to use accurate information to solve problems.

3. Work toward the building of basic concepts and principles; do not be satisfied with the acquisition of information alone.

4. Recognize the importance of the teacher in preplanning science experiences and in guiding children's learning.

   See "Suggested Procedures for the Teacher," Curriculum Guide, Grades Five and Six, Volume I, pages 122-127.

5. Use children's interests and/or material in textbooks as a springboard to broader and deeper explorations of scientific principles. Some good suggestions for this are usually found in the teacher's manual which accompanies the science textbook.

   For example, one class, after completing the unit, "Sunlight, the Food Maker" in Science for Today and Tomorrow,* went on to discover the basic laws of solar energy. The children sought answers to questions such as:

   > What experiments are being made to use solar energy more effectively and efficiently for higher crop yield?
   >
   > How does the sun provide good drinking water?
   >
   > What are other uses of solar energy?

   Some of the children:

   > Made a model of a solar cooker and discovered the point of greatest radiation, using several thermometers.
   >
   > Set up a radiometer run by solar energy.
   >
   > Made a model of a solar oven.
   >
   > Constructed a solar heating unit.

   There are many other interesting things about solar energy that children will think of themselves to investigate, make and prove.

   Reference books, more advanced than those usually found in elementary schools, are available to gifted centers through the teacher on special assignment, gifted program.

6. Plan some time for children's individual science projects, such as constructing a radio or telescope, making a remote control model.

7. When children perform experiments, look for opportunities to use controls, to ask open-ended questions, to avoid final answers.

   See Appendix E. One Method of Using an Experiment.

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*Herman and Nina Schneider. Science for Today and Tomorrow. California State Department of Education, 1959. Pp. 180-212.

8. Each gifted center will be scheduled to work at the Chabot Electronics Laboratory for one week during the school year, on a half day basis.

Materials

In addition to the many science materials available in all elementary schools, the following are provided for gifted centers:

Ames, Maurice U., et al. Science for Progress. Prentice-Hall, 1956

Burleson, Charles. Handbook of Selected Science Experiments, Elementary and Junior High School. 2d ed. Models of Industry, 1959

Dull, Charles and W. Clark Metcalf. Modern Physics. Holt, 1960

Milgrom, Harry. Matter, Energy and Change. Explorations in Chemistry for Elementary School Children. Manufacturing Chemists' Association, Inc., 1960

Moon, Truman, et al. Modern Biology. Holt, 1960

Ramsey, William and R. Burckley. Modern Earth Science. Holt, 1961

Regents of University of California. Embryology. 1961

Smith, Ella T. Exploring Biology. 4th ed. Harcourt, 1954

Trinklein, Frederick. Modern Space Science. Holt, 1961

UNESCO. Source Book for Science Teaching. 1957

Van Hooft, Gordon E. Our Environment; How We Use and Control It. Rev. ed. Allyn and Bacon, 1958

On annual loan to gifted centers:

Miscroscope
Dissecting Kit
Transformer
Celestial Globe
Petri Dishes
Dip Slides

To circulate among centers as needed:

Bell jar, pump and plate
Gram scale

Additional science supplies and/or equipment, secured as needed through the teacher on special assignment, gifted program.

HEALTH AND SAFETY

What to Teach

Gifted children need the same attention to personal health as other children. They need a similar program of health education appropriate to their stage of development. See Curriculum Guide, Grades Five and Six, Volume I, "Health and Safety," pages 279-316 for the basic program.

In addition, some groups of children may wish to study more deeply aspects of health education of particular interest to them. Individuals may wish to learn more about the men and women who have contributed to our knowledge of the human body, or to study problems of community health, or to learn what is being done by the World Health Organization and other agencies.

Method of Teaching

As in social studies and science, the use of problem solving procedures, of experimentation when appropriate and feasible, is recommended.

Materials

Certain books of interest to advanced readers are available through the teacher on special assignment, gifted program.

The school nurse has health education materials available at the school and will have helpful suggestions concerning other resources in the community.

MATHEMATICS

What to Teach

1. School Mathematics Study Group Program (SMSG). This material will be used until the State adoptions are available.

2. Enrichment of learning which will include such topics as: Sets, Numeration, Geometry, Coordinates, Statistical Data, History of Time, Weights and Measures, Money, and Measurement. See Materials.

3. The learnings outlined for sixth grade in Curriculum Guide, Grades Five and Six, Volume I, pages 317-427, which are also to be found in the State Textbook.

4. Supplementary work in other sixth grade textbooks. See Materials.

5. Advanced work in seventh grade textbooks. See Materials.

Method of Teaching

1. Begin the year with something new and challenging. Leave the review chapters of the textbook for the time when a need appears for such review. Some pupils may never need this review. Ask pupils to perform only as many exercises as are needed to fix the learning. Remember that once the basic principles have been learned, pupils need to do a minimum amount of drill.

   When using supplementary textbooks it is not advisable to begin at the first of the book and proceed page by page. Rather, use the sections of the book which will clarify and simplify the learnings which have been introduced previously or use only those sections which develop new topics which are not included in the basic textbook.

2. Make an assessment of individual achievement and understanding very early in the term. Expect a wide range within this class as within any class. Form groups for instruction as they are needed. Grouping of pupils is an economy-of-time measure for teaching. Pupils learn individually.

   These pupils should be guided into habits of independent work. If a child can read well, i.e., critically, he should be able to do much of the mathematics by himself. The teacher should lend guidance, encouragement, and help with evaluation.

3. Help pupils replace the mechanical performance of operations with insight into the properties of numbers. In the past the final answer given as a number or the final answer written as a numeral was the goal in the solution of a problem. A sum expression or a product expression may be just as satisfactory an answer.

   Checking by means other than performing the inverse operation will create interest and will alleviate some of the boredom expressed by pupils. It will also encourage creativity which will result in many interesting discoveries. Additional practice will be concurrent.

Other means of checking are:

a. Estimation and approximation
b. Expanded notation
c. Other algorisms
d. Properties of numbers: commutativity, associativity, distributivity
e. Napier's rods
f. Lattice method of multiplication
g. Casting out nines or divisibility by 9 (See demonstration below.)

Casting out nines and why the method works -- a demonstration

The teacher should work through this demonstration on the chalkboard with the pupils giving the progressive steps.

If the pupils have been using numbers in other bases, they probably will discover how they can check operations using any base.

Example:

Is 6273 divisible by 9?

6273 $6 + 2 + 7 + 3 = 18$ $1 + 8 = 9$ Yes, 6273 is divisible by 9, but why?

$6273 = 6{,}000$	$+ 200$	$+ 70$	$+ 3$
$= 6(1000)$	$+ 2(100)$	$+ 7(10)$	$+ 3(1)$
$= 6(999 + 1)$	$+ 2(99 + 1)$	$+ 7(9 + 1)$	$+ 3(1)$
$= 6(999) + 6(1)$	$+ 2(99) + 2(1)$	$+ 7(9) + 7(1)$	$+ 3(1)$
$= 6(999) + 2(99)$	$+ 7(9) + 6(1)$	$+ 2(1) + 7(1)$	$+ 3(1)$

Since 9 is exactly divisible by 9, then 99 and 999 are exactly divisible by 9 and any multiple of 9, 99, and 999 will be exactly divisible by 9. Therefore, 6(999), 2(99), and 7(9) are all exactly divisible by 9. This leaves 6(1) + 2(1) + 7(1) + 3(1) or 6 + 2 + 7 + 3 which equals 18. 18 is exactly divisible by 9. 6273 is therefore exactly divisible by 9.

4. Introduce a new topic by setting the stage and by asking challenging questions which will lead to discovery of relationships and to the making of generalizations. Our goal is to help pupils develop patterns of logical reasoning. They have developed certain concepts concerning multiplication of whole numbers. They should be able to apply their learnings in the area of multiplication of fractional numbers. Some of these learnings are:

a. If one factor remains constant and the other factor becomes smaller or larger, the product becomes smaller or larger in direct proportion.
b. When any number is multiplied by 1 the product remains the same as the original number. Therefore, when any number is multiplied by a factor less than 1, the product will be less than the original number.
c. The commutative property of multiplication also holds in multiplication of fractional numbers.
d. The associative property of multiplication also holds in multiplication of fractional numbers.
e. Multiplication and division are inverse operations.

5. Help pupils collect and organize data of various kinds. Formulate problems from these data. Use graphs frequently in presenting data.

6. Remember that it is not necessary for pupils to have total mastery of the skills before going on to a new topic. For example, the pupils will have the opportunity for much practice in the operations on rational numbers when working with the areas of percentage, area and volume. However, pupils should be helped to recognize that facts need to be memorized in order to facilitate their work.

7. Provide a variety of activities of different degrees of difficulty to challenge individual pupils. Help those who have the ability to go beyond the reach of other members of the class to find appropriate materials.

8. Promote an attitude of curiosity and enjoyment in the solution of problems. Encourage the pursuit of the study of mathematics in future years.

Materials

Books available in each center:

Adler, Irving. Giant Golden Book of Mathematics. Golden Press, 1960

Adler, Irving. Mathematics. Golden Press, 1958

Bendick, Jeanne. How Much and How Many; The Story of Weights and Measures. McGraw, 1947

Gager, William A., et al. Functional Mathematics, Grade 7. Scribner, 1957

Kojima, T. The Japanese Abacus; Its Use and Theory. Charles E. Tuttle Co., n.d.

Additional books available through Miss Maude Coburn or the teacher on special assignment, gifted program.

Cubes, Plain
Fraction - Percentage Cards
Geometrical Solids and Surfaces
Liquid Measure Set, Metric
Meter Stick
Slide Rule and Slide Rule Manual
Volume-Ratio Figures, Cone sphere, cylinder
Volume-Ratio Figures, Cube and pyramid
Board Compass
Abacus
Cohere-o-graph
Co-ordinate board

THE LANGUAGE ARTS: SPEAKING AND LISTENING

What to Teach

Provide experience in all kinds of speaking activities, as described in Curriculum Guide, Grades Five and Six, Volume II, pages 11-24:

- Conversing
- Discussing
- Reporting and Telling Ideas
- Storytelling
- Announcing, Explaining, and Giving Directions
- Interviewing
- Participating in Group Meetings
- Choral Speaking
- Oral Reading
- Dramatizing

Provide experience in all kinds of listening activities, as described in Curriculum Guide, Grades Five and Six, Volume II, pages 24, 25.

If the class participates regularly in listening to radio or television programs, develop appropriate plans for listening and for follow-up activities.

Method of Teaching

In helping children develop skills of speaking and listening:

1. Be aware of the fact that gifted children usually show superiority in language usage. Therefore, routine practice on common errors or filling blanks in sentences, unless there is specific need, can be a deadening waste of time. It is important that instruction in the skills of speaking and listening be based on careful observation of need.

2. Use charts and similar devices for recording children's use of language in determining need for individual or total-class instruction. See sample charts in Curriculum Guide, Grades Five and Six, Volume II, pages 46-48.

3. Emphasize the skills of organization of ideas, vocabulary enrichment and listening rather than more routine skills.

4. Because gifted pupils often use more advanced language patterns than their less capable peers, it may be necessary to help them with correct usage of forms usually not attempted in the elementary school. Thus, Pooley's list of "Forms to Receive No Class Instruction in the Elementary School"* may be used, if needed, for group instruction in gifted classes.

5. Recognize the need of certain children for help in speech production. Refer to Curriculum Guide, Grades Five and Six, Volume II, pages 32-44, for teaching suggestions.

6. Place little or no emphasis upon the teaching of grammar. Any instruction in grammar should be based on the book by Pooley which is listed on following page.

*Curriculum Guide, Grades Five and Six, Volume II, p. 29.

Materials

Pooley, Robert C. Teaching English Grammar. Appleton, 1957

One copy of this book is available in each gifted center for use of the teacher.

Russell, David H. and Elizabeth F. Listening Aids Through the Grades. Teachers College, Columbia University, 1959

A recent publication in a field that has had a dearth of material. Available in Teachers Professional Library.

Tooze, Ruth. Storytelling. Prentice-Hall, 1959

A helpful book for teachers, available in Teachers Professional Library.

What to Teach

Research indicates that gifted children show greatest superiority in reading ability, both in speed and comprehension. On the other hand, research and the observation of many teachers reveal that their reading tastes are often "limited, trite or poor."

Our society has great need for the full development of the resourcefulness and imagination of the gifted segment of the population. It is a sobering thought that many of these talented children escape identification because they lack the inner drive, the motivation, and the environmental opportunities that challenge them to achieve. Alert teachers can use the resources supplied by librarians and their interest-stocked shelves to help in the discovery of human potential. Sir Isaac Newton is credited with answering questions regarding his outstanding ability by stating, "I see further than others because I stand on the shoulders of giants." Through both intensive and extensive reading experiences, able children, who typically excel in verbal comprehension and in sensitivity to words are stimulated by the intellectual giants of both the past and the present.

By way of example, Gerald Johnson's three volumes - America is Born, America Grows Up, America Moves Forward were the means of awakening a group of capable, but lethargic seventh graders to the fascinating story of history. Following this experience, the boys discovered William O. Steel's excellent historical fiction. More leading-on activity ensued from the reading of "The Perilous Road" as the teacher guided the group to react to the book's theme, "War is the worst thing that can happen to folks."

Another book stimulus to learning in an advanced sixth grade was "Map Making: The Art That Became a Science" by Lloyd A. Brown. Months later individuals in this class were exploring library shelves in search of additional material to satisfy their growing interests initiated by Mr. Brown's book.

The teaching profession won a prospect because of a bright girl's sensitivity to the needs of a handicapped child, experienced while reading L. M. Boston's "Treasure of Green Knowe." This motive was reinforced a year or so later when our young friend met Kit Tyler in Speare's "Witch of Blackbird Pond."*

The program in reading and literature for gifted pupils should:

1. Begin with careful evaluation of the pupils' strengths and weaknesses in all aspects of reading. Teachers will find the following helpful:

   "We Measure Our Growth," Curriculum Guide, Grades Five and Six, Volume II, pages 92-96

   The interest inventory, a copy of which appears as Appendix B.

   SRA Work Study Skills, Grades 6 to 9 (a machine-scored test)

   The teacher on special assignment, gifted program, will assist in securing copies of this test, in administering it, interpreting results and planning follow-up instruction.

*Edith Walker, Baltimore Public Schools.

2. Place maximum emphasis upon reading for pleasure and for information, developing more mature skills in the use of all kinds of books and reference materials; place minimum emphasis upon reading from reading textbooks.

3. Introduce children to books suited to their ability and interests: in a variety of fields, of excellent quality, more difficult than the books read by average children of their age. While gifted children are capable of reading advanced materials, great care must be exercised to provide books, particularly fiction, which are not too mature socially and emotionally for their stage of development.

4. Provide a wide variety of classroom experiences with good literature, such as those described in "We Need Literature," Curriculum Guide, Grades Five and Six, Volume II, pages 87-92.

5. Help children develop strength in the skills of reading which are described in Curriculum Guide, Grades Five and Six, Volume II, as follows:

   Comprehension Skills, pages 62-65
   Word Recognition Skills, pages 66-77
   Oral Reading Skills, pages 77-79
   Creative Reading Skills, pages 79-80
   Library Skills, pages 80-87

   The amount of time devoted to each skill must be planned in relation to the needs of individuals and of the group, as evidenced by the teacher's preliminary diagnosis.

6. Help children develop discrimination in selecting books: literary quality in books read for enjoyment, (best done by reading and comparing books of poor, indifferent and excellent quality) accuracy and comprehensiveness in books read for information.

7. Introduce children to book resources beyond those in the home and school, particularly to the offerings of the Main Public Library.

Method of Teaching

1. Plan a weekly program which will include approximately one day each week for the improvement of reading skills, using a reading textbook and other aids. Give practice in the reading skills which children need, even if this means omitting certain sections of the textbook. Plan four days each week for reading to broaden or deepen literary experiences or reading related to the pupils own interests.

2. As the children read in relation to social studies, science, arithmetic or health, help them apply the study and reference skills which they have learned.

3. Ask assistance from the teacher on special assignment, gifted program, in maintaining an adequate and changing supply of library books.

4. Do your best to keep informed about good books for advanced readers in some of the following ways:

Read as many of the books as you can, particularly those which are considered musts for children of this age. Develop techniques of rapid reading or getting an overall view of other books which are of less permanent value.

Consult some reputable book lists, such as:

Oakland Public Schools library book lists and annual supplements

Books Every Child Should Know, Appendix F

Books for Advanced Readers, Appendix G

Children's Catalog and supplements, in public libraries

Consult reviews of current books, such as those in Horn Book, Elementary English, Junior Libraries, Saturday Review

Consult one or more books on children's literature, such as:

Arbuthnot, May Hill. Children and Books. Scott, Foresman, 1957

Duff, Annis. Bequest of Wings. Viking, 1944

Duff, Annis. Longer Flight. Viking, 1955

Eaton, Anne. Treasure for the Taking. Viking, 1946

Fenner, Phyllis. The Proof of the Pudding; What Children Read. Day, 1957

Fenner, Phyllis. Something Shared; Children and Books. Day, 1959

Huck, Charlotte and Doris Young. Children's Literature in the Elementary School. Holt, 1962

5. Stimulate interest in the authors and illustrators of children's books. Refer to Junior Book of Authors* which is in every elementary school library, to information in encyclopedias, and in reference books at the public library, such as Current Biography.**

6. Plan at least one half-day excursion to the Main Public Library to introduce children to its many resources.

7. Ask the librarian at the neighboring branch library to help the children become familiar with reference books which are not available in elementary school libraries, such as Readers' Guide to Periodical Literature,*** adult encyclopedias.

*Kunitz, Stanley Jasspon. Junior Book of Authors. N.Y., The H. W. Wilson Co.
**Current Biography. N.Y., The H. W. Wilson Co.
***Readers' Guide to Periodical Literature. N.Y., The H. W. Wilson Co.

8. Confer frequently with pupils about the books which they are reading; help them locate others on the same or related topics. Remember that reading is a personal matter and that good reading guidance is tailored to the individual pupil.

9. Encourage children to find new and creative ways of sharing their books with one another.

Materials

Reading textbooks for instruction in reading skills approximately one day per week

One sixth grade textbook, unless this has been completed in fifth grade

One seventh grade textbook, either Iverson* or Russell**

Reference books available to gifted centers

Roget, Peter M. Roget's Thesaurus in Dictionary Form. Garden Dity, 1947

Webster's New Collegiate Dictionary. Merriam, 1958

Webster's New International Dictionary of the English Language, Unabridged (kept in school library)

Interest Inventory, Appendix B

Books Every Child Should Know, Appendix F

Books for Advanced Readers, Appendix G

Special Interest Projects, Appendix H

A wealth of stimulating books for children

*Iverson, William J. and Agnes L. McCarthy. Prose and Poetry Journeys. 5th ed. Singer, 1957

**Russell, David H., et al. Doorways to Discovery. Ginn, 1956

THE LANGUAGE ARTS: WRITING

What to Teach

Experience in all types of written expression recommended in Curriculum Guide, Grades Five and Six, Volume II, pages 113-116:

Recording Worthwhile and Interesting Factual Material
Communicating with Others
Creating

Superior children are usually advanced in language development. Experiences that add to the richness of their vocabulary and to the use of more mature sentences will be reflected in their written expression. It may be necessary to assist them in the use of punctuation ordinarily presented in grades 7-9 in order that their more involved sentences may be easily read by others. (See A Chart of Skills in Written Expression, Appendix I.)

Method of Teaching

1. Begin with an analysis of the children's written expression. See Curriculum Guide, Grades Five and Six, Volume II, for the following suggestions:

   Page 117 — 5 steps to take in diagnosing pupils' work
   Page 154 — chart for analysis of weakness in written expression

2. Provide many opportunities for children to write.

3. Provide instruction in skills as needed, using the following teaching aids:

   Curriculum Guide, Grades Five and Six, Volume II

   Sentence Units, pages 118-119
   Paragraph Units, pages 119-121
   Vocabulary, pages 121-123
   Capitalization and Punctuation, pages 123-124
   Handwriting, pages 125-130
   Spelling, pages 131-147
   Usage-Grammar, pages 148-149
   Written Form, pages 149-150

   State textbook in language, for lessons as needed

   A Chart of Skills in Written Expression, Appendix I

4. Help children form the habit of reading their own written expression aloud to see how it sounds, of improving hackneyed phrases and awkward sentences, of checking spelling, capitalization and punctuation before they expect others to read their work. "The first person to evaluate a composition is the one who writes it," said Dr. Dora V. Smith when she spoke in Oakland in May 1960.

5. Realize that gifted children are often impatient of form and punctuation in their written expression. Hold them to good standards.

6. Creativeness cannot be taught; it can only be released ....*

You will get more bad writing than good when seeking self-expression in children. Teachers of creative writing are more concerned in what writing does for children, than in what children write. **

... through wide reading, children learn to write ....***

Materials

Yates, Elizabeth. Someday You'll Write. Dutton, 1962

* Applegate, Mauree. Helping Children Write. Row, Peterson and Co., 1954. P. 1.
** Ibid., p. 5.
*** Ibid., p. 6.

THE LANGUAGE ARTS: SPELLING

What to Teach

Spelling of words commonly mastered by sixth grade pupils (the words contained in the state textbook for grade six, plus the bonus words)

Other words needed by individual pupils (words misspelled in written work, new and interesting words needed in current studies)

Study of word origins, word roots and derived forms

Words from other lists, such as those on pages 142-148 of Curriculum Guide, Grades Five and Six, Volume II

Method of Teaching

1. Because many gifted pupils will already know how to spell the words in the spelling textbook, it is important to use the test-teach plan, thus avoiding emphasis on words which an individual knows.

2. Select those exercises in the weekly plan which are important for the individuals in the class. For example, "Learn About Your Words" is probably most useful for all children; some of the other exercises may not be needed by some.

3. Have children work in the state textbook approximately one or two days each week. On other days provide time to work on individual lists, on the study of word origins and word building, and time to write.

4. Place greatest emphasis upon the correct spelling of words in written expression, least emphasis upon the spelling of words in lists.

Materials

The following books have been placed in each center:

Ernst, Margaret S. Words; English Roots and How They Grow. Knopf, 1957

Friend, J. Newton. Words; Tricks and Traditions. Scribner, 1957

Funk, Wilfred. Word Origins and Their Romantic Stories. Grosset, 1950

Morris, William and Mary. Dictionary of Word and Phrase Origins. Harper, 1962

Roget, Peter M. Roget's Thesaurus in Dictionary Form. Garden City, 1947

Webster's New Collegiate Dictionary. Merriam, 1958

ART

What to Teach

A balanced program of art experiences as outlined in Curriculum Guide, Grades Five and Six, Volume II, pages 163-189, which includes detailed suggestions for:

- Calcimine Painting
- Finger Painting
- Chalk on Wet Paper
- Murals
- Decorated Papers
- Bulletin Boards
- Chart, Time Lines, and Maps
- Clay Modeling
- Crushed Paper Construction
- Crushed Paper Relief Maps
- Masks
- Dioramas

Additional art experiences for gifted pupils

Art History and Appreciation

- Selected sets of prints, slides, films, etc. from visual department
- Library and classroom books on art and artists
- Museum visits and museum extension services to schools

Illustration

- Story and poem illustration (expressive and colorful)
- Technical illustration (precise and descriptive)
- Outdoor sketching and follow-up picture making for composition and color
- Figure drawing and portraiture
- Collage designs

Printmaking

- Cardboard block print with: glue, textures, string, inner tube rubber, etc.
- String designs
- Mono prints
- Simplified silk screen methods

Construction and Sculpture

- Clay modeling and pottery making
- Wood construction
- Cardboard and crushed paper construction
- Plaster with aggregates for casting, carving, building

It must be emphasized that although a variety of media is recommended, in order to continue to challenge and interest the creative abilities of gifted children, that a program of continuous and repeated experiences is necessary before results satisfying to both student and teacher will be attained. We are repeatedly and pleasantly surprised to find how much better the students perform the second time they use a particular material. We need to allow time to profit from and build on past experiences.

Materials

Roukes, Nicholas. Classroom Craft Manual. Fearon, 1960

Additional books available through the teacher on special assignment, gifted program.

See Appendix J for list of supplementary art supplies and directions for ordering.

MUSIC

What to Teach

A balanced music program, including experiences is singing, music reading, listening, creating, and playing as outlined in Chapter X, Curriculum Guide, Grades Five and Six, Volume II

1. Singing (Individual or Group Activities)

   a. Participate in school choral group.
   b. Teach song to another classroom or grade.
   c. Conduct own class.
   d. Participate in solos and ensembles in classroom.
   e. Participate in San Francisco Boys Choir and youth choirs in the community.
   f. Attend operas and concerts featuring vocal artists, solos, or ensembles.

2. Music Reading (Individual or Group Activities)

   a. Read music for autoharp, songbells, resonator bells, percussion instruments, or accompany songs.
   b. Play descant or second part to song on orchestral instrument, tonette, reasonator bells, songbells.
   c. Study an orchestral instrument or piano.
   d. Transpose song for orchestral instrument and autoharp.
   e. Play themes of recordings on orchestral instrument, songbells, resonator bells, piano.
   f. Play tone patterns and rhythm patterns from songs learned on orchestral instrument, songbells, resonator bells, percussion instruments.

3. Listening (Individual or Group Activities)

   a. Develop musical understanding by directing the listening experiences toward:

      Discovering musical form
      Identifying instruments and voices
      Recognizing styles in music and periods in music
      Sensing mood in music
      Recognizing texture, color, and timbre
      Discovering the most important elements in music (rhythm, melody, and harmony)
      Participating in classroom discussion
      Interpreting music heard, through dramatization, art, poetry, dioramas, bodily movement, percussion instrument accompaniment

   b. Share recordings from home.
   c. Play orchestral instruments, piano, or social instrument for class.
   d. Collect recordings indicating growth in musical discrimination.
   e. Keep bulletin board of current musical events.
   f. Music projects or research

      History of music
      Artists of the day
      Symphony conductors (Bernstein, Jorda, Samuel, etc.)

Instruments of the orchestra
Physical properties of musical sound
Mechanical and electrical recording (stereo monaural, etc.)
Broadcasting, related to musical art

g. Home listening

Television

Bell Telephone Hour, one per month, NBC, Friday evenings (KRON)
KQED, 4:30-10:30 p.m., Monday through Friday, (Channel 9)
New York Philharmonic Series, Leonard Bernstein, Saturday and Sunday, CBS (KPIX)

Radio

Metropolitan Opera Broadcasts, Saturday afternoons, CBS
New York Philharmonic Orchestra, Sunday afternoons, CBS

Concerts

Oakland Symphony Orchestra, Tuesday nights, one per month
San Francisco Symphony Orchestra, Wednesday and Friday nights weekly. Popular concerts, Saturday nights - Summer Series
OTA sponsored, Oakland Symphony for Youth, one per year
Berkeley Symphonies for Youth (San Francisco Symphony Orchestra)
Four concerts, $3.00 per year

Recordings (See Materials for lists)

h. Listening to records at school. Earphones provide opportunity for individual and small group listening.
i. Make charts of instrumental themes

4. Creating (Individual or Group Activities)

a. Create descants to familiar songs.
b. Write comments about music heard.
c. Create instrumental accompaniments, introductions, interludes, and codas to songs: piano, orchestral instruments, songbells, resonator bells, guitar, ukulele, recorder, autoharp, and Latin American percussion instruments.
d. Encourage individual composition.
e. Plan dramatization around group of songs. Compose or choose songs or appropriate recordings to illustrate dramatization.

5. Playing (Individual or Group Activities)

a. Encourage students to study an instrument: orchestral instrument, piano, guitar, accordion, ukulele, and recorder
b. Encourage students to play in school orchestra and to participate in the Solo and Ensemble Festival
c. Tune autoharps
d. Play descant or second part of songs on orchestral instruments, songbells, tonette, recorder, or resonator bells

e. Play orchestral accompaniments given in Music Around the World
f. Learn to play chord accompaniments on resonator bells. (Use autoharp chord markings as a guide.)

Materials

Albums 1 and 2,"Adventures in Music,"Grade 6

Mursell, James L., et al. Music Around the World, Teachers' Manual. California State Department of Education, 1958

Books available in each center:

Britten, Benjamin and Imogen Holst. The Wonderful World of Music. Garden City, 1958

Davis, Marilyn and Arnold Broido. Music Dictionary. Doubleday, 1956

Drumming the Latin American Way. Mills Music Co., 1959

Supplementary books purchased by the school

Charts

Charts on instruments or orchestra, Visual Department
Music chart paper (to be requisitioned)

Program guides

Channel 9, KQED, monthly program of TV programs, 525 - 4th Street, San Francisco
"Opera News," published by Metropolitan Opera Guild, 654 Madison Avenue, New York 21, New York
Program notes, Berkeley Symphonies for Youth (Music Office)
Program guide, New York Philharmonic Series, CBS
Program notes, OTA sponsored, Oakland Symphony for Youth, two per year
Program notes, San Francisco Opera for Youth, one per year, October (Music Office)
Program guides, music FM stations, KFRC and KFAC

Recordings

Visual Department catalogue
Records for 5 and 6 grade students catalogued in each elementary school, distributed in 1956 by Music Department
"Adventures in Music," 33-1/3 recording for each grade, with enclosed pamphlet giving lesson plans for presentation. Recommended.
Records for loan, Oakland Public Library, from Music Room
Recordings from private collections

Stencils (Music Department)

Chords for Guitar and Ukulele
List of Books Ordered in Professional Library for Gifted Classes
Music Listening Guide for Grades 5 and 6
Program notes, Berkeley Symphonies for Youth
Program notes, San Francisco Opera (October)
Autoharp
How to Teach a Song with a Recording
Cumulative Repertoire
Music for Christmas
Bulletin on Elementary Choir (section on conducting)
Favorite Songs of the Class During the Year, Grade 6

Magazines

Keyboard Junior, approved for school purchase on annual magazine order, 5-10 copies per class

PHYSICAL EDUCATION

Games

Physical Education 1957-1. Physical Education--Games, Grades 5 and 6 (mimeo.) provides suggestions for games suited to pupils in gifted classes as well as in regular classes.

Rhythmic Activities

Some centers prefer sharing the rhythm period with other classes. Small groups lend themselves well to this arrangement.

However, boys and girls in these centers, if given the opportunity, enjoy experimenting with rhythmical movements expressing ideas which are of interest to them. These ideas may have their initial impetus in stories, poems, descriptive music, or rhythmic movements of work and play.

It is of great importance when dance experiments are being planned that materials be chosen which in these children's opinions could not be considered too childish; otherwise they will be rejected immediately. In planning for dance making the teacher must be sure the subject matter is suitable and stimulating. The following list of ideas starts with simple movements of play and work which can be performed rhythmically, and includes suggestions for more abstract and more dramatic interpretations.

Rhythmical play and sports activities

Rhythmical movements of building and construction

Other rhythmic work movements

Assembly line movements

Occupations

Halloween characters

Circus characters

Historical people or modern characters

Film, radio, TV, comic strip characters

Story book characters

Fantastic creatures

Reproducing movements of machines

Reproducing spectators' movements

Most older children seem to do their best composing when working with others, perhaps only a partner or with several in a group. The natural tendency for children to want to work, to play, to be together can well be used in making dances.

Suggested references: Murray, Ruth L. Dance in Elementary Education. Harper, 1953

This book may be purchased by the school (see list of textbooks approved for elementary schools) or borrowed from the Teachers Professional Library.

EVALUATION

The Oakland Board of Education has appropriated funds for the education of gifted pupils. This additional apportionment makes possible the smaller classes; the provision of special books, equipment and supplies; and the assignment of personnel to assist teachers in their work with gifted children. It is essential, therefore, that careful evaluation be made to determine whether the expenditure of funds is justified and whether the curriculum carried out in the classrooms achieves the goals which have been established.

It is obvious that certain aspects of the program may be evaluated somewhat objectively, while other aspects of growth can be estimated less accurately. Even in the latter case, however, some objective evidence can be assembled, on which judgments may be based. It is important to go beyond the stage of enthusiasm for a program and to marshall as much evidence of pupil progress as possible.

Teachers are urged to assemble and file information about each pupil, such as the following:

Achievement, as indicated by regular school work compared with earlier work, standardized tests in subject fields and in study habits and critical thinking, teacher-made tests, reports of parents, pupils' own estimates of their progress

Increased interest in school, as indicated by statements of pupils and their parents, of former teachers and other school personnel, by evidence of greater amount of reading, increased use of community resources, home activities stimulated by school experiences, by comparison with the interest of pupils not included in this program

Improved classroom procedures, as indicated by ratings and charts which record pupil participation in discussion, improvement in research skills, ability to carry through an individual project

Improved personal adjustment of pupils, as indicated by sociograms, the observation of teachers, guidance consultants, medical personnel and parents, and by comparison with the adjustment of pupils not included in the gifted program

Improved social status of pupils, both within the class and within the entire school, as evidenced by sociograms, interviews with pupils and teacher observation

Improved guidance procedures, as indicated by better understanding of gifted pupils, counseling with parents and children

GRADING OR MARKING PRACTICES

A pupil enrolled in a class for the gifted will receive the same grades or marks that he would earn for the same quality of work in a regular class. Thus, if he accomplishes what is considered E or G work in a regular class, he will receive an E or a G in the class for the gifted. Teachers must realize that, in specially selected classes there will not be the normal range of abilities; assigning marks on the basis of a normal curve, therefore, is unsound. It would be expected that a much higher percentage of G's and E's would be earned by pupils in a center for the gifted than by pupils in a regular class.

Teachers must not lose sight of the fact that gifted children show as much unevenness in abilities in the subject-matter areas as other children. It is unrealistic to expect a given child to achieve equally well in all subjects. Certainly, a less satisfactory mark in a subject in which a child is weak, is justified. It does not seem justified, however, to expect pupils to produce more and better work in a class for the gifted and then award them lower marks for their greater achievement than they would receive in a regular class.

Teachers must discover that there are ways of motivating high achievement other than course marks. Pupils too must learn the joy and satisfaction of achievement for it own sake. One of the strong arguments for grouping bright children together is that to do so increases the chances that the group will honor intellectual effort and achievement.

COMMUNICATION AND COORDINATION

Elementary schools have expressed concern about appropriate opportunities for their gifted pupils as they go on to junior high schools. When elementary pupils have had special experiences, it is important for the junior high school teachers to be aware of this. Similar articulation problems exist at each level of the school system.

The problems of communication and coordination would be partially solved by an adequate counseling system. However there is also a need for records and ways of passing on information.*

*Oakland Public Schools. Research Department. Report on Programs for Gifted Pupils, 1957-58 (mimeo.)

CONFERENCES WITH PARENTS

Schools are encouraged both to pursue a systematic program of conferences with parents of gifted students and to explore as a part of the regular parent education program the feasibility of forming some study groups of parents of gifted students.

1. Plan for the conference in advance.

2. Decide who should confer with the parents: teacher, principal, vice-principal, consultant in individual guidance, supervisor, or others most appropriate for the task.

3. Plan topics for discussion: the characteristics of the student, present outside activities, his status in the school group, his achievement in the present program.

4. It is important to let the parents know what the school is doing for the child in the present program.

5. Point out to the parents evidence of the student's ability without quoting the IQ, using terms such as: performs above the average of the group... is original...has unusual vocabulary...works quickly...has extensive information...learns easily, has retentive memory...has leadership ability ...applies what he knows to new situations...seeks friends of his own ability and interests, often older than he is.

6. Listen for and seek suggestions from the parent, such as: student's present outside interests and activities, family interests, areas of achievement, values, ambitions for the child, evidence of pressures, early development of the student, evidence that certain areas of developmental tasks are being neglected.

7. Plan some home and school activities which will challenge the student and assure him a balanced program, such as: projects carried on at home by parents and student, hobbies of all kinds, trips to museums, exhibits and other resources of the community, club memberships, music lessons, lists of good books for purchase or securing from the public library, recreational opportunities in the community.

8. Subsequent conferences:

   Discuss any of the above items which were not included in the initial conference.

   Follow up on original conference and plans for home and school activities.

   Discuss long term plans for the student: administrative arrangements at school, possible acceleration, plans for future education at appropriate time.*

*Oakland Public Schools. The Education of Gifted Students; A Bulletin for All Elementary and Secondary Schools (mimeo.) January, 1958. Pp. 3, 4.

HOMEWORK

The policy regarding homework in the Oakland schools is stated in the bulletin, Suggestions for Homework, copies of which are available in each school.

Homework for gifted pupils

1. A maximum of creative activities such as:

   Follow-up of school-centered interest, often self-selected and self-directed
   Reading for fun or information
   Interviews with people
   TV or radio programs of outstanding quality
   Visits to places of interest

2. A minimum of practice and drill, under these conditions:

   A need for specific practice is apparent to both teacher and pupil.
   The actual teaching has been done at school, the homework providing extra practice only.
   The procedure is thoroughly understood by the child.
   The assignment can be completed in a reasonable length of time.

3. None of this type of homework:

   20 more examples in arithmetic when the child is already proficient
   Reading the next two chapters in social studies or science, writing answers to the questions at the end

A CHECK-LIST ON THE SCHOOL'S PROGRAM FOR GIFTED PUPILS*

_____ 1. Does the school have a systematic plan for identifying gifted children?

_____ 2. Has the staff developed a list of points which they consider in identifying the gifted?

_____ 3. Are teachers encouraged to report behavior or incidents which may be helpful in recognizing and guiding the gifted?

_____ 4. Is there a specific program for alerting teachers to the needs of individual pupils with intellectual or creative gifts?

_____ 5. Are the needs of the gifted kept in mind in building schedules, developing curriculum programs, selecting books and other instructional materials, planning teacher assignments, and assigning pupils to teachers and classes?

_____ 6. Does the school make it possible for gifted children to pursue areas of interest or talent by modifying individual programs to the extent necessary?

_____ 7. Does the school have individuals or a committee on the lookout for ways in which the school program can better serve the gifted?

_____ 8. Is there a program of articulation with feeding schools concerning the gifted when planning their programs in the new school?

_____ 9. Is curriculum planning geared, in part, to the interests and abilities of the gifted?

_____10. Is there appraisal of the curriculum to determine the extent to which it serves the gifted?

_____11. Are gifted pupils given an opportunity to work with other pupils in the area of their special aptitude?

_____12. Does the school have books, equipment and materials which challenge gifted pupils?

_____13. Are trips, projects, special studies, and activities planned with a view toward broadening and challenging the gifted?

_____14. Does the school have a specific program for directing gifted students to out-of-school opportunities for pursuit of intellectual interests and creative hobbies?

_____15. Are interested teachers encouraged to do experimental work and make studies using their own classes and school situations as laboratories for research?

*Oakland Public Schools. The Education of Gifted Students. Op. cit., pp. 8, 9.

____16. Are teachers encouraged to modify classroom approaches and procedures to serve the interests, backgrounds, and capabilities of individual pupils and groups of pupils who are gifted?

____17. Does someone in the school have the specific responsibility of following up gifted or talented pupils who have gone on to higher schools?

____18. Does the school allow time for gifted youth to interview teachers, counselors, supervisors, department chairmen, or admission officers of schools or colleges?

____19. Has the school a program of parent conferences to help deal appropriately and effectively with their gifted?

____20. Have arrangements been made with some community agencies to provide an outlet for the intellectual and creative interests of children identified as gifted?

____21. Are parents with particular intellectual, artistic, scientific, social or technological capabilities asked to work with individual pupils or groups of gifted pupils?

____22. Are available persons who have special interest, background and competency for dealing with the gifted and talented invited to work with individual teachers or groups of teachers?

____23. Does the school make available to teachers new books, research, and articles dealing with the gifted?

____24. Do teachers have an opportunity to observe in other schools in which programs are under way to help gifted pupils?

____25. Are specific school, department, or group meetings planned to consider problems related to the identification, guidance, teaching and motivation of the gifted?

____26. Are teachers helped to understand the nature of giftedness, talent, and creativity, and what measures will help to bring potentials to fruition?